AWARD PUBLISHING LIMITED CORRELATION TO THE COMMON CORE STATE STANDARDS FOR ELA

GRADE 1

Print Concepts Standard 1. Demonstrate understanding of the organization and basic features of print. a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). TE: Week 9: Seven Big Machines, p. 285 TE: Week 11: Lunchtime in the Garden, p. 353 TE: Week 20: The Bungee Jump, p. 253 TE: Week 33: Grumpy Jock's Birthday, p. 299 Phonological Awareness Standard 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Distinguish long from short vowel sounds in spoken single syllable words. TE: Week 2: Watching the Storm, p. 81 TE: Week 11: Lunchtime in the Garden, p. 347 TE: Week 2: Watching the Storm, p. 81 TE: Week 2: Yummy in My Tummy, p. 277 (short vowels) TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 30: Tricked You, p. 187, 191 c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) TE: Week 2: Tricked You, p. 187, 191 TE: Week 2: The Lucky Grub, p. 367 TE: Week 3: Strawberries for Katinka, p. 327 Phonics and Word Recognition TE: Week 3: Brian My Friend, p. 109, 109 TE: Week 1: Prue Looks Like Sue, p. 124 TE: Week 1: Prue Looks Like Sue, p. 124 TE: Week 1: Brian my Friend, p. 109 TE: Week 1: Brian my Friend, p. 1	STRAND: Foundational Skills	Teacher Edition Page References
a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). TE: Week 20: The Bungee Jump, p. 253 TE: Week 33: Grumpy Jock's Birthday, p. 299 Phonological Awareness Standard 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Distinguish long from short vowel sounds in spoken single syllable words. b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) in spoken single syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191 TE: Week 22: Watching the Storm, p. 69, 73 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 21: Vallable, p. 358 TE: Week 22: The Lucky Grub, p. 367 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 25: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend	Print Concepts	
sentence (e.g., first word, capitalization, ending punctuation). TE: Week 20: The Bungee Jump, p. 253 TE: Week 33: Grumpy Jock's Birthday, p. 299 Phonological Awareness Standard 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Distinguish long from short vowel sounds in spoken single syllable words. TE: Week 2: Watching the Storm, p. 81 TE: Week 21: Yummy in My Tummy, p. 277 (short vowels) TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 31: Function in the Garden, p. 347 TE: Week 21: Yummy in My Tummy, p. 277 (short vowels) TE: Week 31: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 32: Watching the Storm, p. 69, 73 TE: Week 21: Zolar and Zina Love to Read, p. 327 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191 c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 21: The Lucky Grub, p. 367 TE: Week 18: What Shall We Call the Kitten?, p. 187 TE: Week 18: What Shall We Call the Kitten?, p. 187 TE: Week 18: Drue Looks Like Sue, p. 124 TE: Week 18: Prue Looks Like Sue, p. 124 TE: Week 18: Prue Looks Like Sue, p. 124 TE: Week 18: Prue Looks Like Sue, p. 127 TE: Week 18: Prue Looks Like Sue, p. 127 TE: Week 18: Frie Noun, p. 37 TE: Week 20: The Bungee Jump, p. 245 TE: Week 20: The Bungee Jump, p. 245 TE: Week 20: The Bungee Jump, p. 245 TE: Week 18: Brian my Friend, p. 109 TE		organization and basic features of print.
sentence (e.g., first word, capitalization, ending punctuation). TE: Week 20: The Bungee Jump, p. 253 TE: Week 33: Grumpy Jock's Birthday, p. 299 Phonological Awareness Standard 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Distinguish long from short vowel sounds in spoken single syllable words. TE: Week 2: Watching the Storm, p. 81 TE: Week 21: Yummy in My Tummy, p. 277 (short vowels) TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 31: Function in the Garden, p. 347 TE: Week 21: Yummy in My Tummy, p. 277 (short vowels) TE: Week 31: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 32: Watching the Storm, p. 69, 73 TE: Week 21: Zolar and Zina Love to Read, p. 327 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191 c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 21: The Lucky Grub, p. 367 TE: Week 18: What Shall We Call the Kitten?, p. 187 TE: Week 18: What Shall We Call the Kitten?, p. 187 TE: Week 18: Drue Looks Like Sue, p. 124 TE: Week 18: Prue Looks Like Sue, p. 124 TE: Week 18: Prue Looks Like Sue, p. 124 TE: Week 18: Prue Looks Like Sue, p. 127 TE: Week 18: Prue Looks Like Sue, p. 127 TE: Week 18: Frie Noun, p. 37 TE: Week 20: The Bungee Jump, p. 245 TE: Week 20: The Bungee Jump, p. 245 TE: Week 20: The Bungee Jump, p. 245 TE: Week 18: Brian my Friend, p. 109 TE	a) Recognize the distinguishing features of a	TE: Week 9: Seven Big Machines, p. 285
Phonological Awareness Standard 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Distinguish long from short vowel sounds in spoken single syllable words. b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words with their complete sequence of individual sounds (phonemes). TE: Week 21: Yummy in My Tummy, p. 277 (short vowels) TE: Week 22: Watching the Storm, p. 69, 73 TE: Week 23: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 21: Yummy in My Tummy, p. 277 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191 TE: Week 30: Tricked You, p. 187, 191 TE: Week 15: Prue Looks Like Sue, p. 120 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 22: Ooh! Aah!, p. 359, 363 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 22: Ooh! Aah!, p. 359, 363 TE: Week 22: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 15: Brian my Friend, p. 109, 109 TE: Week 15: Brian My Friend, p. 109, 109 TE: Week 15: Brian My Friend, p. 109 TE: Week 15: Brian my Friend, p	sentence (e.g., first word, capitalization, ending	
TE: Week 33: Grumpy Jock's Birthday, p. 299 Phonological Awareness Standard 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Distinguish long from short vowel sounds in spoken single syllable words. TE: Week 2: Watching the Storm, p. 81 TE: Week 33: Grumpy Jock's Birthday, p. 297 (short vowels) TE: Week 21: Yummy in My Tummy, p. 277 (short vowels) TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 2: Watching the Storm, p. 69, 73 TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 2: Watching the Storm, p. 69, 73 TE: Week 30: Tricked You, p. 187, 191 TE: Week 30: Tricked You, p. 187, 191 TE: Week 41: Zolar and Zina Love to Read, p. 327 TE: Week 24: Ooh! Aah!, p. 358 TE: Week 24: Ooh! Aah!, p. 358 TE: Week 24: Yummy in My Tummy, p. 273 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 24: Ooh! Aahl, p. 359, 363 TE: Week 35: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 15: Brian my Friend, p. 109 TE: Week 23: It's For You, p. 327 TE: Week 23: It's For You, p. 327 TE: Week 33: Great Big Spelling Problems, p. 277 TE: Week 33: Great Big Spelling Problems, p. 277 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 21: Yummy in My Tummy, p. 277 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Mark	punctuation).	353
Phonological Awareness Standard 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Distinguish long from short vowel sounds in spoken single syllable words. b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 2: Watching the Storm, p. 69, 73 TE: Week 11: Zolar and Zina Love to Read, p. 327 TE: Week 30: Tricked You, p. 187, 191 TE: Week 30: Tricked You, p. 187, 191 TE: Week 24: Ooh! Aah!, p. 358 TE: Week 24: Ooh! Aah!, p. 358 TE: Week 21: The Lucky Grub, p. 367 TE: Week 35: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs b) Decode regularly spelled one syllable words. TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 18: Zolar and the Children, p. 191, 195 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 C) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 15: Mama and Daddy, p. 225 TE: Week 15: Mama and Daddy, p. 225 TE: Week 15: Mama and Daddy, p. 225 TE: Week 15: Weak 15: Hamma and Daddy, p. 225 TE: Week 15: Weak 15: Weak 15: Weak 15: Weak 15: Weak 15: Weak		
Standard 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Distinguish long from short vowel sounds in spoken single syllable words. TE: Week 2: Watching the Storm, p. 81 TE: Week 21: Yummy in My Tummy, p. 277 (short vowels) TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 22: Watching the Storm, p. 69, 73 TE: Week 22: Watching the Storm, p. 69, 73 TE: Week 23: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191 c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 24: Ooh! Aah!, p. 358 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 21: Tummy in My Tummy, p. 273 TE: Week 21: The Lucky Grub, p. 367 TE: Week 22: The Lucky Grub, p. 367 TE: Week 22: The Lucky Grub, p. 367 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 25: Brian My Friend, p. 109, 109 TE: Week 15: Brian My Friend, p. 109, 109 TE: Week 15: Brian My Friend, p. 109, 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 20: The Bungee Jump, p. 245 TE: Week 20: The Bungee Jump, p. 245 TE: Week 20: The Bungee Jump, p. 246 TE: Week 33: Great Big Spelling Problems, p. 277 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 15: Brian my Friend, p. 109 TE: Week 15:		TE: Week 33: Grumpy Jock's Birthday, p. 299
a) Distinguish long from short vowel sounds in spoken single syllable words. TE: Week 11: Lunchtime in the Garden, p. 347 TE: Week 21: Yummy in My Tummy, p. 277 (short vowels) TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 22: Watching the Storm, p. 69, 73 TE: Week 20: The Bungee Jump, p. 241, p. 235 TE: Week 30: Tricked You, p. 187, 191 c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 24: Ooh! Aah!, p. 358 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 26: Who is Like Me?, p. 191 TE: Week 27: The Lucky Grub, p. 367 TE: Week 28: The Lucky Grub, p. 367 TE: Week 29: Ooh! Aah!, p. 359, 363 TE: Week 29: Ooh! Aahl, p. 359, 363 TE: Week 2	Phonological Awareness	
spoken single syllable words. TE: Week 11: Lunchtime in the Garden, p. 347 TE: Week 21: Yummy in My Tummy, p. 277 (short vowels) TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 2: Watching the Storm, p. 69, 73 TE: Week 2: Watching the Storm, p. 69, 73 TE: Week 11: Zolar and Zina Love to Read, p. 327 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191 TE: Week 30: Tricked You, p. 187, 191 TE: Week 24: Ooh! Aah!, p. 358 syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 6: Who is Like Me?, p. 191 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 25: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 15: Brian my Friend, p. 109 TE: Week 25: Watching the Storm, p. 77 TE: Week 26: Strawberries for Katinka, p. 357 TE: Week 15: Brian my Friend, p. 109 TE: Week 26: Strawberries for Katinka, p. 357 TE: Week 15: Brian my Friend, p. 109 TE: Week 26: Strawberries for Katinka, p. 357 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 26: Strawberries for Katinka, p. 358 TE: Week 15: Brian my Friend, p. 109 TE: Week 26: Strawberries for Katinka, p. 358 TE: Week 15: Brian my Friend, p. 109 TE: Week 26: Strawberries for Katinka, p. 358 TE:	Standard 2. Demonstrate understanding of spol	
347 TE: Week 21: Yummy in My Tummy, p. 277 (short vowels) TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels) TE: Week 2: Watching the Storm, p. 69, 73 TE: Week 11: Zolar and Zina Love to Read, p. 327 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191 c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 24: Ooh! Aah!, p. 358 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 25: The Lucky Grub, p. 367 TE: Week 26: The Lucky Grub, p. 367 TE: Week 26: The Lucky Grub, p. 191 TE: Week 26: The Lucky Grub, p. 191 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 20: The Bungee Jump, p. 245 TE: Week 20: The Bungee Jump and Daddy, p. 225 TE: Week 20: The	a) Distinguish long from short vowel sounds in	
TE: Week 21: Yummy in My Tummy, p. 277 (short vowels) TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels) Do Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. TE: Week 2: Watching the Storm, p. 69, 73 TE: Week 11: Zolar and Zina Love to Read, p. 327 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191 C) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 24: Ooh! Aah!, p. 358 TE: Week 22: The Lucky Grub, p. 367 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 22: The Lucky Grub, p. 367 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 35: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 18: Drue Looks Like Sue, p. 124 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 15: Prue Looks Like Sue, p. 125 TE: Week 15: Prue Looks Like Sue, p. 126 TE: Week 15: Priend, p. 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Bria	spoken single syllable words.	
(short vowels) TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels) b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. TE: Week 2: Watching the Storm, p. 69, 73 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191 c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 2: Week 24: Ooh! Aah!, p. 358 TE: Week 21: The Lucky Grub, p. 367 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 35: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 2: Watching the Storm, p. 77 TE: Week 2: Watching the Storm, p. 109 TE: Week 2: The Looks Like Sue, p. 123 TE: Week 2: Watching the Storm, p. 77 TE: Week 2: Watching the Storm, p. 77 TE: Week 2: Watching the Storm, p. 70 TE: Week 2: The Looks Like Sue, p. 123 TE: Week 2: The Looks Like Sue, p. 123 TE: Week 2: The Looks Like Sue, p. 124 TE: Week 2: Watching the Storm, p. 77 TE: Week 2: The Looks Like Sue, p. 125 TE: Week 3: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 3: Great Big Spelling Problems, p. 277 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: B		
b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. TE: Week 2: Watching the Storm, p. 69, 73 TE: Week 11: Zolar and Zina Love to Read, p. 327 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191 c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 42: Ooh! Aah!, p. 358 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 22: Yummy in My Tummy, p. 273 TE: Week 35: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 18: What Shall We Call the kitten?, p. 187 Week 18: Zolar and Eina My Friend, p. 105, 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 23: It's For You, p. 327 TE: Week 23: It's For You, p. 327 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 36: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 15: Brian my Friend, p. 109		
b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. TE: Week 2: Watching the Storm, p. 69, 73 TE: Week 2: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191 TE: Week 30: Tricked You, p. 187, 191 TE: Week 24: Ooh! Aah!, p. 358 TE: Week 24: Ooh! Aah!, p. 358 TE: Week 25: The Lucky Grub, p. 367 TE: Week 26: Who is Like Me?, p. 191 TE: Week 26: Who is Like Me?, p. 191 TE: Week 26: The Lucky Grub, p. 367 TE: Week 26: Who is Like Me?, p. 191 TE: Week 26: Who is Like Me?, p. 191 TE: Week 26: Who is Like Me?, p. 191 TE: Week 26: The Lucky Grub, p. 367 TE: Week 15: Brian My Friend, p. 109, 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 30: Tricked You, p. 327 TE: Week 30: Tricked You, p. 187 TE: Week 30: Tricked You, p.		
b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. TE: Week 2: Watching the Storm, p. 69, 73 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191 TE: Week 30: Tricked You, p. 187, 191 TE: Week 30: Tricked You, p. 187, 191 TE: Week 24: Ooh! Aah!, p. 358 TE: Week 24: Ooh! Aah!, p. 358 TE: Week 24: Ooh! Aah!, p. 358 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 25: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 TE: Week 23: It's For You, p. 327 TE: Week 20: The Bungee Jump, p. 245 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 21: Fishing with Grandad, p. 73, 81 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Bri		13
blending sounds (phonemes), including consonant blends. TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191 TE: Week 30: Tricked You, p. 187, 191 TE: Week 24: Ooh! Aah!, p. 358 Syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 24: Ooh! Aah!, p. 358 TE: Week 21: The Lucky Grub, p. 367 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 35: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 21: Brian my Friend, p. 109 TE: Week 31: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 15: Brian my Friend, p. 109 TE: Week 16: Brian my Friend, p. 109 TE: Week 17: Brian my Friend, p. 109 TE: Week 18: Sarah Loves to Dance, p. 264 TE: Week 19: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		
consonant blends. 327 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191 c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 24: Ooh! Aah!, p. 358 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 25: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 23: It's For You, p. 327 b) Decode regularly spelled one syllable words. TE: Week 20: The Bungee Jump, p. 245 TE: Week 23: It's For You, p. 327 TE: Week 20: The Bungee Jump, p. 245 TE: Week 30: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 19: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		
TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191 TE: Week 30: Tricked You, p. 187, 191 TE: Week 30: Tricked You, p. 187, 191 TE: Week 24: Ooh! Aah!, p. 358 d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 24: Ooh! Aah!, p. 358 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 35: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 18: Zolar and the Children, p. 191, 195 TE: Week 20: The Bungee Jump, p. 245 TE: Week 30: Tricked You, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 20: The Bungee Jump, p. 245 TE: Week 30: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 277 TE: Week 15: Brian my Friend, p. 273, 81 TE: Week 15: Brian my Friend, p. 109		
c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 24: Ooh! Aah!, p. 358 TE: Week 6: Who is Like Me?, p. 191 TE: Week 12: The Lucky Grub, p. 367 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 35: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 20: It's For You, p. 327 D) Decode regularly spelled one syllable words. TE: Week 20: Watching the Storm, p. 77 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 TE: Week 15: Brian my Friend, p. 109 TE: Week 16: Brian my Friend, p. 109 TE: Week 17: Spring the Storm, p. 77 TE: Week 18: Sarah Loves to Dance, p. 264 TE: Week 18: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277	consonant blends.	
c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 6: Who is Like Me?, p. 191 TE: Week 6: Who is Like Me?, p. 191 TE: Week 12: The Lucky Grub, p. 367 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 23: Ooh! Aah!, p. 359, 363 TE: Week 35: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 b) Decode regularly spelled one syllable words. TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 15: Brian my Friend, p. 109		
c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 6: Who is Like Me?, p. 191 TE: Week 12: The Lucky Grub, p. 367 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 25: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 b) Decode regularly spelled one syllable words. TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. C) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 15: Brian my Friend, p. 109		
and final sounds (phonemes) in spoken single syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 6: Who is Like Me?, p. 191 TE: Week 12: The Lucky Grub, p. 367 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 35: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 b) Decode regularly spelled one syllable words. TE: Week 2: Watching the Storm, p. 77 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 15: Brian my Friend, p. 109		
syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 6: Who is Like Me?, p. 191 TE: Week 12: The Lucky Grub, p. 367 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 22: Ooh! Aah!, p. 359, 363 TE: Week 35: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 TE: Week 23: It's For You, p. 327 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. c) Know final -e and common vowel sounds. TE: Week 14: Fishing with Grandad, p. 73, 81 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		
d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). TE: Week 6: Who is Like Me?, p. 191 TE: Week 12: The Lucky Grub, p. 367 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 23: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 b) Decode regularly spelled one syllable words. TE: Week 2: Watching the Storm, p. 77 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 16: Week 16: Who is Like Me?, p. 121 TE: Week 17: Prue Locks Like Sue, p. 123 TE: Week 18: Sarah Loves to Dance, p. 264 TE: Week 18: Sarah Loves to Dance, p. 264 TE: Week 18: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		TE: Week 24: Ooh! Aah!, p. 358
their complete sequence of individual sounds (phonemes). TE: Week 12: The Lucky Grub, p. 367 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 35: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 b) Decode regularly spelled one syllable words. TE: Week 2: Watching the Storm, p. 77 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 255 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 225 TE: Week 21: Yummy in My Tummy, p. 277	- v	TE W. I (WI : X II) ()
(phonemes). TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 35: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 b) Decode regularly spelled one syllable words. TE: Week 2: Watching the Storm, p. 77 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 14: Fishing with Grandad, p. 73, 81 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		
TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 35: Strawberries for Katinka, p. 327 Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 b) Decode regularly spelled one syllable words. TE: Week 2: Watching the Storm, p. 77 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		
Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 b) Decode regularly spelled one syllable words. TE: Week 2: Watching the Storm, p. 77 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 277	(pnonemes).	
Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 b) Decode regularly spelled one syllable words. TE: Week 2: Watching the Storm, p. 77 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		
a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 b) Decode regularly spelled one syllable words. TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 15: Brian my Friend, p. 109	DI I IW ID III	TE: Week 35: Strawberries for Katinka, p. 327
a. Know the spelling-sound correspondences for common consonant digraphs TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 TE: Week 23: It's For You, p. 327 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 C) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 15: Brian my Friend, p. 109	· ·	
common consonant digraphs TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 b) Decode regularly spelled one syllable words. TE: Week 2: Watching the Storm, p. 77 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 15: Brian my Friend, p. 109 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		
TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 b) Decode regularly spelled one syllable words. TE: Week 23: It's For You, p. 327 TE: Week 2: Watching the Storm, p. 77 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 14: Fishing with Grandad, p. 73, 81 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		
Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 TE: Week 23: It's For You, p. 327 TE: Week 2: Watching the Storm, p. 77 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 14: Fishing with Grandad, p. 73, 81 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277	common consonant digraphs	
Week 18: Zolar and the Children, p. 191, 195 TE: Week 23: It's For You, p. 327 TE: Week 23: It's For You, p. 327 TE: Week 2: Watching the Storm, p. 77 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 14: Fishing with Grandad, p. 73, 81 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		
b) Decode regularly spelled one syllable words. TE: Week 2: Watching the Storm, p. 77 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 14: Fishing with Grandad, p. 73, 81 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		
b) Decode regularly spelled one syllable words. TE: Week 2: Watching the Storm, p. 77 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 14: Fishing with Grandad, p. 73, 81 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		
TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 C) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 14: Fishing with Grandad, p. 73, 81 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277	b) Decede acculado aculad ao estilable accuda	
TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 14: Fishing with Grandad, p. 73, 81 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277	b) Decode regularly spelled one syllable words.	
TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 14: Fishing with Grandad, p. 73, 81 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		
TE: Week 33: Great Big Spelling Problems, p. 277 c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 14: Fishing with Grandad, p. 73, 81 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		
c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 14: Fishing with Grandad, p. 73, 81 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		
c) Know final -e and common vowel team conventions for representing long vowel sounds. TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 14: Fishing with Grandad, p. 73, 81 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		
conventions for representing long vowel sounds. TE: Week 14: Fishing with Grandad, p. 73, 81 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277	c) Know final -e and common yowel team	
TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277		
TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277	conventions for representing long vower sounds.	
TE: Week 21: Yummy in My Tummy, p. 277		* * *
		• • •
LTE: Week 24: The Roller Coaster Ride in 381		TE: Week 24: The Roller Coaster Ride, p. 381

	TE: Week 31: Nothing Ever Happens, p. 264
d) Use knowledge that every syllable must have a	TE: Week 22: My Dad's Camera, p. 303
vowel sound to determine the number of syllables	TE: Week 28: My Big Sister's Computer, p.
in a printed word.	135
e) Decode two-syllable words following basic	TE: Week 5: Listen to the Egg, p. 167
patterns by breaking the words into syllables.	TE: Week 24: Ooh! Aah!, p. 367
patterns of creating the words into symmetres.	TE: Week 33: Great Big Spelling Problems, p.
	281, 282
	TE: Week 36: The Boy Who Wanted to be
	Someone, p. 383
f) Read words with inflectional endings.	TE: Week 5: Don't Rock the Boat, p. 181
	TE: Week 10: Baby Animals, p. 315
	TE: Week 21: Yummy in my Tummy, p. 282,
	285
	TE: Week 27: I Like Spinach, p. 125
	TE: Week 29: My Dad's a Jogger, p. 159
	TE: Week 35: Strawberries for Katinka, p. 331
g. Recognize and read grade-appropriate	TE: Week 9: Seven Big Machines, p. 281, 282
irregularly spelled words.	TE: Week 15: Prue Looks Like Sue, p. 123
	TE: Week 27: The Sox Fox, p. 109
Fluency	TE: Week 30: The Secret in the Box, p. 209 TE: Week 2: Puppy Playtime, p. 88, 89, 94
Standard 4. Read emergent-reader texts with	TE: Week 12: Billy and the Basketball, p. 378,
purpose and understanding.	379, 384
purpose and understanding.	TW: Week 29: My Dad's a Jogger, p. 154,
	155, 158
	TE: Week 36: Tricking Travis, p. 358, 359,
	362, 370
STRAND: Informational Text	
Standard 1. Key Ideas and Details	
Standard 1. Key Ideas and Details 1. Ask and answer questions about key details in	TE: Week 4: Bear Cubs, p. 134, 142
Standard 1. Key Ideas and Details	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140,
Standard 1. Key Ideas and Details 1. Ask and answer questions about key details in	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144
Standard 1. Key Ideas and Details 1. Ask and answer questions about key details in	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p.
Standard 1. Key Ideas and Details 1. Ask and answer questions about key details in	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134
Standard 1. Key Ideas and Details 1. Ask and answer questions about key details in	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217,
Standard 1. Key Ideas and Details 1. Ask and answer questions about key details in a text.	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220
Standard 1. Key Ideas and Details 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226
Standard 1. Key Ideas and Details 1. Ask and answer questions about key details in a text.	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220
Standard 1. Key Ideas and Details 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text.	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220 TE: Week 31: My Animal Report, p. 228
Standard 1. Key Ideas and Details 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220
Standard 1. Key Ideas and Details 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220 TE: Week 31: My Animal Report, p. 228
Standard 1. Key Ideas and Details 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220 TE: Week 31: My Animal Report, p. 228
2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220 TE: Week 31: My Animal Report, p. 228
2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. Standard 2. Craft and Structure	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220 TE: Week 31: My Animal Report, p. 228 TE: Week 19: Mama and Daddy, p. 221 TE: Week 19: Mama and Daddy, p. 221 TE: Week 22: My Animal Report, p. 302
2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. Standard 2. Craft and Structure 4. Ask and answer questions to help determine or	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220 TE: Week 31: My Animal Report, p. 228 TE: Week 19: Mama and Daddy, p. 221 TE: Week 19: Mama and Daddy, p. 221 TE: Week 20: My Animal Report, p. 302 TE: Week 22: My Dad's Camera, p. 302 TE: Week 28: My Big Sister's Computer, p.
Standard 1. Key Ideas and Details 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. Standard 2. Craft and Structure 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220 TE: Week 31: My Animal Report, p. 228 TE: Week 19: Mama and Daddy, p. 221 TE: Week 19: Mama and Daddy, p. 221 TE: Week 20: My Animal Report, p. 302 TE: Week 22: My Dad's Camera, p. 302 TE: Week 28: My Big Sister's Computer, p. 131, 132, 134
2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. Standard 2. Craft and Structure 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220 TE: Week 31: My Animal Report, p. 228 TE: Week 19: Mama and Daddy, p. 221 TE: Week 19: Mama and Daddy, p. 221 TE: Week 22: My Animal Report, p. 302 TE: Week 28: My Big Sister's Computer, p. 131, 132, 134 TE: Week 31: My Animal Report, p. 220
2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. Standard 2. Craft and Structure 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g.,	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220 TE: Week 31: My Animal Report, p. 228 TE: Week 19: Mama and Daddy, p. 221 TE: Week 19: Mama and Daddy, p. 221 TE: Week 4: Bear Cubs, p. 130, 134, 140 TE: Week 22: My Dad's Camera, p. 302 TE: Week 28: My Big Sister's Computer, p. 131, 132, 134 TE: Week 31: My Animal Report, p. 220 TE: Week 7: Taking Turns, p. 218, 220, 222,
2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. Standard 2. Craft and Structure 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220 TE: Week 31: My Animal Report, p. 228 TE: Week 19: Mama and Daddy, p. 221 TE: Week 19: Mama and Daddy, p. 221 TE: Week 4: Bear Cubs, p. 130, 134, 140 TE: Week 22: My Dad's Camera, p. 302 TE: Week 28: My Big Sister's Computer, p. 131, 132, 134 TE: Week 31: My Animal Report, p. 220 TE: Week 7: Taking Turns, p. 218, 220, 222, 230
2. Identify the main topic and retell key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. Standard 2. Craft and Structure 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220 TE: Week 31: My Animal Report, p. 228 TE: Week 19: Mama and Daddy, p. 221 TE: Week 19: Mama and Daddy, p. 221 TE: Week 22: My Dad's Camera, p. 302 TE: Week 28: My Big Sister's Computer, p. 131, 132, 134 TE: Week 31: My Animal Report, p. 220 TE: Week 7: Taking Turns, p. 218, 220, 222, 230 TE: Week 10: Baby Animals, p. 304, 307,
2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. Standard 2. Craft and Structure 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220 TE: Week 31: My Animal Report, p. 228 TE: Week 19: Mama and Daddy, p. 221 TE: Week 19: Mama and Daddy, p. 221 TE: Week 22: My Dad's Camera, p. 302 TE: Week 28: My Big Sister's Computer, p. 131, 132, 134 TE: Week 31: My Animal Report, p. 220 TE: Week 7: Taking Turns, p. 218, 220, 222, 230 TE: Week 10: Baby Animals, p. 304, 307, 308, 312, 316
2. Identify the main topic and retell key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. Standard 2. Craft and Structure 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220 TE: Week 31: My Animal Report, p. 228 TE: Week 19: Mama and Daddy, p. 221 TE: Week 19: Mama and Daddy, p. 221 TE: Week 22: My Dad's Camera, p. 302 TE: Week 28: My Big Sister's Computer, p. 131, 132, 134 TE: Week 31: My Animal Report, p. 220 TE: Week 7: Taking Turns, p. 218, 220, 222, 230 TE: Week 10: Baby Animals, p. 304, 307, 308, 312, 316 TE: Week 16: This Is My Head, p. 132, 134,
2. Identify the main topic and retell key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. Standard 2. Craft and Structure 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information	TE: Week 4: Bear Cubs, p. 134, 142 TE: Week 16: This Is My Head, p. 131, 140, 144 TE: Week 28: My Big Sister's Computer, p. 130, 131, 132,134 TE: Week 31: My Animal Report, p. 216, 217, 218, 220 TE: Week 7: Taking Turns, p. 220, 226 TE: Week 19: Mama and Daddy, p. 220 TE: Week 31: My Animal Report, p. 228 TE: Week 19: Mama and Daddy, p. 221 TE: Week 19: Mama and Daddy, p. 221 TE: Week 22: My Dad's Camera, p. 302 TE: Week 28: My Big Sister's Computer, p. 131, 132, 134 TE: Week 31: My Animal Report, p. 220 TE: Week 7: Taking Turns, p. 218, 220, 222, 230 TE: Week 10: Baby Animals, p. 304, 307, 308, 312, 316

6. Distinguish between information provided by	TE: Week 7: Taking Turns, p. 220
pictures or other illustrations and information	TE: Week 22: My Dad's Camera, p. 303
provided by the words in a text.	TE: Week 28: My Big Sister's Computer p.
Francisco ey allo was as a second	130, 131, 132, 135
	TE: Week 31: My Animal Report, p. 216, 217,
	220
Standard 3. Integration of Knowledge and Ideas	5
7. Use the illustrations and details in a text to	TE: Week 4: Bear Cubs, p. 142
describe its key ideas.	TE: Week 19: Mama and Daddy, p. 217
	TE: Week 22: My Dad's Camera, p. 303
	TE: Week 28: My Big Sister's Computer, p.
	140
8. Identify the reasons an author gives to support	TE: Week 4: Bear Cubs, p. 134
points in a text.	TE: Week 19: Mama and Daddy, p. 220
	TE: Week 31: My Animal Report, p. 220
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in	TE: Week 4: Bear Cubs, p. 138
illustrations, descriptions, or procedures).	TE: Week 16: This is My Head, p. 138 TE: Week 22: My Dad's Camera, p. 306
mustrations, descriptions, or procedures).	TE: Week 34: My Neighborhood, p. 306, 310
Standard 4. Range of Reading and Level of	TE. Week 34. My Neighborhood, p. 300, 310
Text Complexity	
10. With prompting and support, read	TE: Week 7: Taking Turns, p. 217, 218, 220,
informational texts appropriately complex for	223
grade 1.	TE: Week 16: This Is My Head, p. 131, 134,
	140, 144
	TE: Week 31: My Animal Report, p. 217, 218,
	219, 223
	TE: Week 34: My Neighborhood, p. 303, 304,
	309,311
STRAND: LANGUAGE	
Conventions of Standard English	
Conventions of Standard English Standard 1. Demonstrate command of the conve	entions of standard English grammar and
Conventions of Standard English Standard 1. Demonstrate command of the convenience when writing or speaking.	
Conventions of Standard English Standard 1. Demonstrate command of the conve	Opportunities exist weekly in
Conventions of Standard English Standard 1. Demonstrate command of the convenience when writing or speaking.	Opportunities exist weekly in Kindergarten alphabet formation electronic
Conventions of Standard English Standard 1. Demonstrate command of the convenience when writing or speaking.	Opportunities exist weekly in Kindergarten alphabet formation electronic activities.
Conventions of Standard English Standard 1. Demonstrate command of the conve usage when writing or speaking.	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared
Conventions of Standard English Standard 1. Demonstrate command of the conve usage when writing or speaking.	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print
Conventions of Standard English Standard 1. Demonstrate command of the conve usage when writing or speaking.	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared
Conventions of Standard English Standard 1. Demonstrate command of the conve usage when writing or speaking.	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p.
Conventions of Standard English Standard 1. Demonstrate command of the convention of	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334 TE: Week 12: Billy and the Basketball, p. 381, 383
Conventions of Standard English Standard 1. Demonstrate command of the convention of	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334 TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the
Conventions of Standard English Standard 1. Demonstrate command of the convention of	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334 TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the Kitten?, p. 211
Conventions of Standard English Standard 1. Demonstrate command of the convention of	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334 TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 24: Ooh! Aah!, p. 367, 371
Conventions of Standard English Standard 1. Demonstrate command of the convention of speaking. a) Print all upper and lowercase letters. b) Use common, proper, and possessive nouns.	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334 TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 24: Ooh! Aah!, p. 367, 371 TE: Week 30: The Secret in the Box, p. 211.
Conventions of Standard English Standard 1. Demonstrate command of the convention of	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334 TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 24: Ooh! Aah!, p. 367, 371 TE: Week 30: The Secret in the Box, p. 211. TE: Week 5: Don't Rock the Boat, p. 181
Conventions of Standard English Standard 1. Demonstrate command of the convention of speaking. a) Print all upper and lowercase letters. b) Use common, proper, and possessive nouns.	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334 TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 24: Ooh! Aah!, p. 367, 371 TE: Week 30: The Secret in the Box, p. 211. TE: Week 5: Don't Rock the Boat, p. 181 TE: Week 21: Turtle Eggs, p. 299
Conventions of Standard English Standard 1. Demonstrate command of the convention of	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334 TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 24: Ooh! Aah!, p. 367, 371 TE: Week 30: The Secret in the Box, p. 211. TE: Week 5: Don't Rock the Boat, p. 181 TE: Week 21: Turtle Eggs, p. 299 TE: Week 27: I Like Spinach, p. 125
Conventions of Standard English Standard 1. Demonstrate command of the convention of	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334 TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 24: Ooh! Aah!, p. 367, 371 TE: Week 30: The Secret in the Box, p. 211. TE: Week 5: Don't Rock the Boat, p. 181 TE: Week 21: Turtle Eggs, p. 299 TE: Week 27: I Like Spinach, p. 125 TE: Week 32: Nothing Ever Happens, p. 265
Conventions of Standard English Standard 1. Demonstrate command of the convention of speaking. a) Print all upper and lowercase letters. b) Use common, proper, and possessive nouns. c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d) Use personal, possessive, and indefinite	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334 TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 24: Ooh! Aah!, p. 367, 371 TE: Week 30: The Secret in the Box, p. 211. TE: Week 5: Don't Rock the Boat, p. 181 TE: Week 21: Turtle Eggs, p. 299 TE: Week 27: I Like Spinach, p. 125 TE: Week 32: Nothing Ever Happens, p. 265 TE: Week 6: Who is Like Me?, p. 199
Conventions of Standard English Standard 1. Demonstrate command of the convention of speaking. a) Print all upper and lowercase letters. b) Use common, proper, and possessive nouns. c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their,	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334 TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 24: Ooh! Aah!, p. 367, 371 TE: Week 30: The Secret in the Box, p. 211. TE: Week 5: Don't Rock the Boat, p. 181 TE: Week 21: Turtle Eggs, p. 299 TE: Week 27: I Like Spinach, p. 125 TE: Week 32: Nothing Ever Happens, p. 265 TE: Week 6: Who is Like Me?, p. 199 TE: Week 14: I Like Cars, p. 93, 95
Conventions of Standard English Standard 1. Demonstrate command of the convention of speaking. a) Print all upper and lowercase letters. b) Use common, proper, and possessive nouns. c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d) Use personal, possessive, and indefinite	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334 TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 24: Ooh! Aah!, p. 367, 371 TE: Week 30: The Secret in the Box, p. 211. TE: Week 5: Don't Rock the Boat, p. 181 TE: Week 21: Turtle Eggs, p. 299 TE: Week 27: I Like Spinach, p. 125 TE: Week 32: Nothing Ever Happens, p. 265 TE: Week 6: Who is Like Me?, p. 199 TE: Week 14: I Like Cars, p. 93, 95 TE: Week 26: I Hate My Hair, p. 93
Conventions of Standard English Standard 1. Demonstrate command of the convention of speaking. a) Print all upper and lowercase letters. b) Use common, proper, and possessive nouns. c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334 TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 24: Ooh! Aah!, p. 367, 371 TE: Week 30: The Secret in the Box, p. 211. TE: Week 5: Don't Rock the Boat, p. 181 TE: Week 21: Turtle Eggs, p. 299 TE: Week 27: I Like Spinach, p. 125 TE: Week 32: Nothing Ever Happens, p. 265 TE: Week 6: Who is Like Me?, p. 199 TE: Week 14: I Like Cars, p. 93, 95 TE: Week 26: I Hate My Hair, p. 93 TE: Week 30: Tricked You!, p. 195, 197
Conventions of Standard English Standard 1. Demonstrate command of the convention of speaking. a) Print all upper and lowercase letters. b) Use common, proper, and possessive nouns. c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e) Use verbs to convey a sense of past, present,	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334 TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 24: Ooh! Aah!, p. 367, 371 TE: Week 30: The Secret in the Box, p. 211. TE: Week 5: Don't Rock the Boat, p. 181 TE: Week 21: Turtle Eggs, p. 299 TE: Week 27: I Like Spinach, p. 125 TE: Week 32: Nothing Ever Happens, p. 265 TE: Week 6: Who is Like Me?, p. 199 TE: Week 14: I Like Cars, p. 93, 95 TE: Week 26: I Hate My Hair, p. 93 TE: Week 30: Tricked You!, p. 195, 197 TE: Week 2: Puppy Playtime, p. 95
Conventions of Standard English Standard 1. Demonstrate command of the convention of speaking. a) Print all upper and lowercase letters. b) Use common, proper, and possessive nouns. c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e) Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334 TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 24: Ooh! Aah!, p. 367, 371 TE: Week 30: The Secret in the Box, p. 211. TE: Week 5: Don't Rock the Boat, p. 181 TE: Week 21: Turtle Eggs, p. 299 TE: Week 27: I Like Spinach, p. 125 TE: Week 32: Nothing Ever Happens, p. 265 TE: Week 6: Who is Like Me?, p. 199 TE: Week 14: I Like Cars, p. 93, 95 TE: Week 26: I Hate My Hair, p. 93 TE: Week 30: Tricked You!, p. 195, 197 TE: Week 2: Puppy Playtime, p. 95 TE: Week 24: The Roller Coaster Ride, p. 385
Conventions of Standard English Standard 1. Demonstrate command of the convention of speaking. a) Print all upper and lowercase letters. b) Use common, proper, and possessive nouns. c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e) Use verbs to convey a sense of past, present,	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334 TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 24: Ooh! Aah!, p. 367, 371 TE: Week 30: The Secret in the Box, p. 211. TE: Week 5: Don't Rock the Boat, p. 181 TE: Week 21: Turtle Eggs, p. 299 TE: Week 27: I Like Spinach, p. 125 TE: Week 32: Nothing Ever Happens, p. 265 TE: Week 6: Who is Like Me?, p. 199 TE: Week 14: I Like Cars, p. 93, 95 TE: Week 26: I Hate My Hair, p. 93 TE: Week 30: Tricked You!, p. 195, 197 TE: Week 2: Puppy Playtime, p. 95

O. H	TE: W1 (. WI I. I.1 M. 9 100
f) Use frequently occurring adjectives.	TE: Week 6: Who Is Like Me?, p. 199
	TE: Week 21: Yummy in My Tummy, p. 281,
	285
	TE: Week 26: My Spider Pet, p. 77
	TE: Week 32: Snoopy the Snail, p. 249
g) Use frequently occurring conjunctions (e.g.,	TE: Week 8: The Jumping Competition, p.
and, but, or, so, because).	249
	TE: Week 12: The Lucky Grub, p. 371
	TE: Week 24: Ooh! Aah!, p. 371
	TE: Week 30: Tricked You, p. 199
h) Use determiners (e.g., articles,	Opportunities exist daily to meet this standard
demonstratives).	in the electronic texts
·	TE: Week 5: Listen to the Egg, p. 162, 167
	TE: Week 18: Zolar and the Children, p. 186,
	187, 190, 195, 199
	TE: Week 23: It's for You, p. 326, 327, 335,
	338
	TE: Week 24: The Roller Coaster Ride, p.
	378, 379
i) Use frequently occurring prepositions (e.g.,	TE: Week 2: Watching the Storm, p. 77
during, beyond, toward).	TE: Week 8: Sarah Loves to Dance, p. 265
	TE: Week 20: Little Duck's Walk, p. 265
	TE: Week 27: The Sox Fox, p. 109
	TE: Week 36: Tricking Travis, p. 367
j) Produce and expand complete simple and	TE: Week 8: The Jumping Competition, p.
compound declarative, interrogative, imperative,	253
and exclamatory sentences in response to	TE: Week 14: Fishing with Grandad, p. 81
prompts.	TE: Week 24: The Roller Coaster Ride, p. 385
prompts.	TE: Week 29: Watch Me! Watch Me!, p. 179
Standard 2. Demonstrate command of the conve	
punctuation, and spelling when writing.	
a) Capitalize dates and names of people.	TE: Week 11: Zolar and Zina Love to Read,
	p. 342
	TE: Week 18: What Shall We Call the
	Kitten?, p. 211
	TE: Week 22: My Dad's Camera, p. 310
	TE: Week 30: The Secret in the Box, p. 213
b) Use end punctuation for sentences.	TE: Week 9: Seven Big Machines, p. 285
	TE: Week 12: Billy and the Basketball, p.
	385
	TE: Week 20: The Bungee Jump, p. 253
	TE: Week 35: Strawberries for Katinka, p.
	339
c) Use commas in dates and to separate single	TE: Week 20: The Bungee Jump, p. 240,
words in a series.	241, 253
	TE: Week 26: My Spider Pet, p. 81
	TE: Week 27: The Sox Fox, p. 113
	TE: Week 32: Snoopy the Snail, p. 253
d) Use conventional spelling for words with	TE: Week 2: Watching the Storm, p. 75
common spelling patterns and for frequently	TE: Week 17: Learnalot, p. 179
occurring irregular words.	TE: Week 24: Ooh! Aah!, p. 363
occurring megalar words.	TE: Week 33: Great Big Spelling Problems,
I .	= = =
	p. 277

Knowledge of Language	
Standard 3. (Begins in grade 2)	
Vocabulary Acquisition and Use	
Standard 4. Determine or clarify the meaning of uphrases based on grade 1 reading and content, ch	
a) Use sentence-level context as a clue to the	TE: Week 7: Taking Turns, p. 234
meaning of a word or phrase.	TE: Week 14: Fishing with Grandad, p. 81
	TE: Week 21: Yummy in My Tummy, p.
	272
b) Use frequently occurring affixes as a clue to the	TE: Week 8: Sarah Loves to Dance, p. 264
meaning of a word.	TE: Week 19: Mama and Daddy, p. 225
mouning of a word.	TE: Week 36: Tricking Travis, p. 363
c) Identify frequently occurring root words (e.g.,	TE: Week 2: Puppy Playtime, p. 95
look) and their inflectional forms (e.g., looks,	TE: Week 19: Mama and Daddy, p. 225
looked, looking).	TE: Week 30: Tricked You, p. 199
rooked, rooking).	TE: Week 29: My Dad's a Jogger, p. 159
	TE: Week 35: Strawberries for Katinka, p.
	331
Standard 5. With guidance and support from adu	
in word meanings.	, r
a) Sort words into categories (e.g., colors, clothing)	TE: Week 8: Sarah Loves to Dance, p. 263
to gain a sense of the concepts the categories	TE: Week 15: Prue Looks Like Sue, p. 125
represent.	TE: Week 17: My Skeleton, p. 159
1	TE: Week 24: The Roller Coaster Ride, p.
	382
b) Define words by category and by one or more	TE: Week 4: Bear Cubs, p. 139
key attributes (e.g., a duck is a bird that swims; a	TE: Week 22: My Dad's Camera, p. 307
tiger is a large cat with stripes).	TE: Week 28: My Big Sister's Computer, p.
inger to a timege task water pro-free).	144
	TE: Week 34: My Neighborhood, p. 304
c) Identify real-life connections between words and	TE: Week 7: Taking Turns, p. 216, 218, 220
their use (e.g., note places at home that are cozy).	TE: Week 15: Prue Looks Like Sue, p. 120,
then use (e.g., note places at nome that are cozy).	121
	TE: Week 23: The Worst Haircut in the
	World, p. 346
	TE: Week 34: My Neighborhood, p. 302,
	304, 306
d) Distinguish shades of meaning among verbs	TE: Week 27 The Sox Fox, p. 113
differing in manner (e.g., look, peek, glance, stare,	TE: Week 27: I Like Spinach, p. 124
glare, scowl) and adjectives differing in intensity	TE: Week 30: Tricked You!, p. 199
(e.g., large, gigantic) by defining or choosing them	TE: Week 33: Grumpy Jock's Birthday, p.
or by acting out the meanings.	293
Standard 6.	TE: Week 8: The Jumping Competition, p.
Use words and phrases acquired through	240, 244
conversations, reading and being read to, and	TE: Week 23: It's for You, p. 326, 327
responding to texts, including using frequently	TE: Week 26: My Spider Pet, p. 81
occurring conjunctions to signal simple	TE: Week 33: Great Big Spelling Problems,
relationships (e.g., because).	p. 280
STRAND: LITERATURE	<u> </u>
Standard 1. Key Ideas and Details	,
1. Ask and answer questions about key details in a	TE: Week 3: Fly, Baby Bird, Fly, p. 104
text.	TE: Week 15: Brian My Friend, p. 113
	TE: Week 17: Learnalot, p. 181
	TE: Week 27: The Sox Fox, p. 100, 101,
	104, 114
	TE: Week 32: Snoopy the Snail, p. 244, 254
2. Retell stories, including key details, and	TE: Week 9: Seven Big Machines, p. 276
demonstrate understanding of their central message	TE: Week 15: Prue Looks Like Sue, p. 122

or lesson.	TE: Week 29: Watch Me! Watch Me!, p.
of lesson.	176. Week 29. Watch Me! Watch Me!, p.
	TE: Week 35: Are We There Yet? p. 348
3. Describe characters, settings, and major events	TE: Week 8: The Jumping Competition, p.
in a story, using key details.	244
3, 6 3	TE: Week 15: Prue Looks Like Sue, p. 121,
	122
	TE: Week 26: I Hate My Hair, p. 90
	TE: Week 33: Great Big Spelling Problems,
	p. 276
Standard 2. Craft and Structure	T
4. Identify words and phrases in stories or poems	TE: Week 2: Watching the Storm, p. 68, 72
that suggest feelings or appeal to the senses.	TE: Week 8: Sarah Loves to Dance, p. 260,
	262
	TE: Week 14: Fishing with Grandad, p. 77
	TE: Week 26: My Spider Pet, p. 68, 72
5. Explain major differences between books that	TE: Week 17: My Skeleton, p. 154
tell stories and books that give information,	TE: Week 29: Watch Me! Watch Me!, p.
drawing on a wide reading of a range of text types.	TE: Week 2: Wetching the Storm in 76
6. Identify who is telling the story at various points in a text.	TE: Week 2: Watching the Storm, p. 76 TE: Week 11: Zolar and Zina Love to Read,
ili a text.	p. 338
	TE: Week 27: The Sox Fox, p. 100
	TE: Week 35: Are We There Yet?, p. 348
Standard 3. Integration of Knowledge and Ideas	TE. WOOK 33. THE WE THEIR TEL., p. 310
7. Use illustrations and details in a story to describe	TE: Week 2: Puppy Playtime, p. 88, 90
its characters, setting, or events.	TE: Week 15: Brian My Friend, p. 113
<i>g</i> , <i>t</i>	TE: Week 17: Learnalot, p. 181
	TE: Week 18: Zolar and the Children, p.
	190, 198, 199
	TE: Week 26: My Spider Pet, p. 72
	TE: Week 27: The Sox Fox, p. 104
8. (Not applicable to literature)	
9. Compare and contrast the adventures and	TE: Week 8: The Jumping Competition, p.
experiences of characters in stories.	244
	TE: Week 18: Zolar and the Children, p.
	190, 198
	TE: Week 26: My Spider Pet, p. 72
	TE: Week 29: Watch Me! Watch Me!, p.
Standard A Dange of Deading and Lovel of Tout A	176
Standard 4. Range of Reading and Level of Text (10. With prompting and support, read prose and	TE: Week 9: Seven Big Machines, p. 272,
poetry of appropriate complexity for grade 1.	273, 276
Opportunities exist daily to meet this standard.	TE: Week 16: This is My Head, p. 132, 134,
opportunities exist daily to inect this standard.	138
	TE: Week 27: The Sox Fox, p. 100, 102, 104
	TE: Week 33: Great Big Spelling Problems,
	p. 272, 273, 276
STRAND: SPEAKING & LISTENING	
Standard 1. Comprehension and Collaboration.	1
1. Participate in collaborative conversations with	
diverse partners about kindergarten topics and texts	
with peers and adults in small and larger groups.	
a) Follow agreed-upon rules for discussions (e.g.,	TE: Week 2: Watching the Storm, p. 68
listening to others with care, speaking one at a time	TE: Week 11: Zolar and Zina Love to Read,
about the topics and texts under discussion).	p. 326, 330
	TE: Week 15: Brian, My Friend, p. 100, 101
	TE: Week 35: Strawberries for Katinka, p.
	326, 327, 330

b) Build on others' talk in conversations by	TE: Week 11: Zolar and Zina Love to Read,
responding to the comments of others through	p. 330
multiple exchanges.	TE: Week 20: The Bungee Jump, p. 244
	TE: Week 24: The Roller Coaster Ride, p.
	378, 379
	TE: Week 36: Tricking Travis, p. 358, 359,
	362
c) Ask questions to clear up any confusion about	TE: Week 4: Bear Cubs, p. 130
the topics and texts under discussion.	TE: Week 20: The Bungee Jump, p. 244
	TE: Week 25: Please Come to My Place, p.
	48 (read to/with)
2. Ask and answer questions about key details in a	TE: Week 5: Listen to the Egg, p. 154, 158
text read aloud or information presented orally or	TE: Week 14: Fishing with Grandad, p. 68,
through other media.	72, 76, 80
unough other media.	
	TE: Week 15: Brian, My Friend, p. 100,
	104, 113
	TE: Week 17: Learnalot, p. 174, 176, 181
	TE: Week 18: What Shall We Call the
	Kitten?, p. 206, 208, 210, 213
	TE: Week 27: The Sox Fox, p. 100, 108
3. Ask and answer questions about what a speaker	TE: Week 4: Bear Cubs, p. 130
says in order to gather additional information or	TE: Week 5: Listen to the Egg, p. 154, 158
clarify something that is not understood.	TE: Week 16: This Is My Head, p. 130, 131
	TE: Week 29: My Dad's a Jogger, p. 154,
	155
Standard 2. Presentation of Knowledge and Ideas	
4. Describe people, places, things, and events with	TE: Week 5: Listen to the Egg, p. 171
relevant details, expressing ideas and feelings	TE: Week 11: Zolar & Zina Love to Read, p.
clearly.	342
	TE: Week 21: Yummy in My Tummy, p.
	276
	TE: Week 28: My Big Sister's Computer, p.
	135
5. Add drawings or other visual displays to	TE: Week 9: Seven Big Machines, p. 275,
descriptions when appropriate to clarify ideas,	280
thoughts, and feelings.	TE: Week 14: I Like Cars, p. 90
	TE: Week 28: My Big Sister's Computer, p.
	135
	TE: Week 36: Tricking Travis, p. 375
6. Produce complete sentences when appropriate to	Opportunities exist weekly in the interactive
task and situation.	writing activity.
tush una situation.	TE: Week 3: Fly, Baby Bird, Fly, p. 108,
	113
	TE: Week 15: Brian, My Friend, p. 100, 101
	TE: Week 20: The Bungee Jump, p. 244,
	248, 257
	TE: Week 29: My Dad's a Jogger, p. 158
STRAND: WRITING	1 L. WCCK 27. WIY Dau 8 a Jugget, p. 138
Standard 1. Text Types and Purposes	
	TE: Wook 11: Zolar and Zing Lava to Bood
1. Write opinion pieces in which they introduce the	TE: Week 11: Zolar and Zina Love to Read,
topic or name the book they are writing about, state	p. 342
an opinion, supply a reason for the opinion, and	TE: Week 36: Tricking Travis, p. 366
provide some sense of closure.	TE: West 5: Lister to the E
2. Write informative/explanatory texts in which	TE: Week 5: Listen to the Egg, p. 163
they name a topic, supply some facts about the	TE: Week 19: Mama and Daddy, p. 224
topic, and provide some sense of closure.	TE: Week 20: The Bungee Jump, p. 257
	TE: Week 31: My Animal Report, p. 224,
	228

	T
3. Write narratives in which they recount two or	TE: Week 11: Lunchtime in the Garden, p.
more appropriately sequenced events, include some	352
details regarding what happened, use temporal	TE: Week 15: Brian, My Friend, p. 113
words to signal event order, and provide some	TE: Week 17: Learnalot, p. 181
sense of closure.	TE: Week 18: What Shall We Call the
	Kitten?, p. 213
	TE: Week 20: The Bungee Jump, p. 248
	TE: Week 30: Tricked You, p. 194
Standard 2. Production and Distribution of Writing	ng
4. (Begins in grade 3)	
5. With guidance and support from adults, focus on	TE: Week 11: Zolar and Zina Love to Read,
a topic, respond to questions and suggestions from	p. 334, 339
peers, and add details to strengthen writing as	TE: Week 15: Brian, My Friend, p. 108
needed.	TE: Week 20: Little Duck's Walk, p. 266
	TE: Week 32: Nothing Ever Happens, p. 266
6. With guidance and support from adults, use a	TE: Week 10: Baby Animals, p. 314
variety of digital tools to produce and publish	TE: Week 18: Zolar and the Children, p. 202
writing, including in collaboration with peers.	TE: Week 26: My Spider Pet, p. 76
	TE: Week 30: Tricked You, p. 203
Standard 3. Research to Build and Present Know	edge
7. Participate in shared research and writing	TE: Week 11: Zolar and Zina Love to Read
projects (e.g., explore a number of "how-to" books	p. 343
on a given topic and use them to write a sequence	TE: Week 18: Zolar and the Children, p. 190
of instructions).	TE: Week 20: The Bungee Jump, p. 257
,	TE: Week 26: My Spider Pet, p. 76
	TE: Week 30: Tricked You, p. 203
8. With guidance and support from adults, recall	TE: Week 7: Taking Turns, p. 224, 228
information from experiences or gather information	TE: Week 20: The Bungee Jump, p. 257
from provided sources to answer a question.	TE: Week 23: It's For You, p. 330
1	TE: Week 24: The Roller Coaster Ride, p.
	380
	TE: Week 30: Tricked You, p. 203
	TE: Week 36: The Boy Who Wanted to be
	Someone, p. 380
9. (Begins in grade 4)	
Standard 4. Range of Writing	
10. (Begins in grade 3)	
· · · · · · · · · · · · · · · · · · ·	